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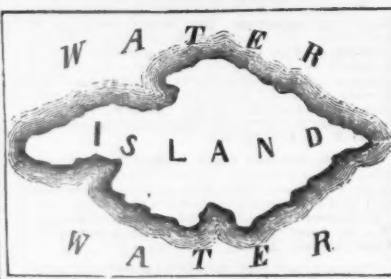
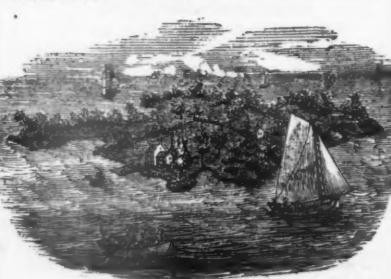
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MORE OF IT.

Hearth and Home has no patience with college technicalities. It relieves itself *thusly*: The Calendar of the University of Michigan for 1871-2 gives all needful information in regard to classes and studies in that very prosperous institution. In the list of announcements we find, "Feb. 9th, first semester closes." "Feb. 12th, second semester begins." We can conceive of no reason for using the word *semester* instead of term, except that it looks learned. The Cornell University is, however, one third worse. Its terms are of three months, and are of course *trimesters*. This Cornell institution has possession of the Agricultural College Fund of the State of New York, and it must be highly interesting to farmers' sons to learn that such a *trimester* begins on such a date. Will boys who are taught to call a term a trimester ever call a spade a spade? The Michigan and the Cornell Universities, having been endowed directly by the people, should be above all such small affectations. If their dead languages will spoil for want of airing, let them choose some other place than their catalogues for the operation.

CHICAGO IN OCTOBER '71 AND '72.

BY MIRIAM M. SHERMAN.

THE morning of October 8, 1871, dawned upon Chicago in all its glory, and the Poet wrote:

"The great city sleeps in the silence
And dreams; while the flaming October
Has round the horizon in splendor,
A vision of glory unrolled,
Where Ariel, tranquil and tender,
In sky-deeps unfathomed and sober
Has anchored his miracle islands
Of jasper, and amber, and gold."

It was the Sabbath; thousands gathered in their accustomed places of worship, and lifted their voices in songs of praise to the Giver of all good. No fear of impending gloom, for the heavens were bright, and peace and plenty reigned. Evening came, and again the bells rang out their joyous melody, and again the worshipers went forth to the temples of the Most High, to thank God for plenty, for peace and for rest.

Midnight came, and the Poet wrote:

"What steals o'er the hearts of the dreaming,
And wrings them with terrible tension?
What touches the pulse of the waking
With vague, undefinable dread?
Whence cometh this wild apprehension?
Lo! The black sky of midnight is gleaming;
The horrible zenith is breaking
With blossoms of purple and red."

"Clang-a-lang! All the tongues of the city
Are screaming the scream of disaster.
The glare of the crimson horizon,
Leaves the eye in a furnace of pain.
God of hope! God of love! God of pity!
The fury flies faster and faster,
With a rush like the rush of the bison,
That blackens the waste of the plain."

When morning again dawned, the "Garden City" of the West, was literally a city of living flame. Her magnificent palaces, the abode of every dainty luxury; her princely stores, filled with the choicest fabrics of all climes; her temples of art, where genius had enshrined itself upon the glowing canvas, and carved a deathless name upon marble; her depositories of precious stones, which flashed forth scintillating light from their liquid depths; her costly churches, unrivalled for their elegance, all fell before the destroyer. Man, proud man stood powerless to arrest its progress, and was compelled to see his wealth swept from him in an hour. Many felt that the Day of Judgment had come, and suddenly remembered that He, who holds the elements in his hands, had power to save or to destroy.

Again the Poet wrote:

"All ashes! the hoards and the treasures!
All ashes! each token and letter!
All ashes! the homes that were laden
With trifles, that formed such a part
Of our lives—of our pastime and pleasure—
All ashes! the things we loved better
Than gold; Ah! the baubles of Aiden,
The precious bequest of the heart."

The fire-king finished his work; then a cry of such terrible anguish went forth from the stricken city, that the whole earth heard it, and lifted up its voice in sympathy, because of its utter desolation.

A great city had fallen! Great because of its unparalleled growth and prosperity. The sun in all its course never shone upon a city that had gathered so much of wealth and luxury in so short a time.

Men *outside* the city said, "Chicago is fallen, and though she *may* arise from her ashes it will be the work of years." But men *inside* the city said, "though destroyed, we will not die! Though buried, we will rise again!" and *never* had the *world* half the reason to be proud, as when, looking upon this noble city of noble ruins, and upon the still more noble men and women who exclaimed, even while gazing down into the depths of such desolation as earth had never before witnessed, "our beloved city shall rise again."

To-day, we look with pride upon a *risen* city. If Chicago was a *great* city ere the blight fell, she is upon this first anniversary, a thousand-fold *greater* and *stronger* than ever before. No one can gaze upon her crowded thoroughfares, her beautiful structures rising up out of the blackened mass, her cheerful, happy faces, without feeling her strength and power. We may truly say, Chicago stands to-day, "the wonder of the world."

Her new business directory fills 1,194 pages, printed in agate type. Those who are interested notice with pleasure a statement made by the editor in his short preface, as follows: "Notwithstanding the temporary check Chicago received by the great conflagration, this work contains over 25,000 more names than last year's issue, thus indicating a present population of over 400,000."

Real Estate men say the market is firm, and a steady advance is noticed in all city property. As business extends its limits, it takes much that was used as residence property before the fire, thus giving a new attraction to suburban property for residences.

Hence in whatever direction we go out of the city, our eyes are greeted by costly and elegant private dwellings. One is at a loss where to commence in speaking of public buildings, there are so many that have sprung Phoenix like from the ashes. First, however, we notice the new government building, that is

to be, a fine illustration of which was drawn by the artist, Beale, from the designs of A. B. Mullett, Supervising architect of the U. S. Treasury at Washington, and given to the public in August, in "The Land Owner." That paper says: "Mr. Mullett, believing that Chicago demands something out of the usual tyle of architecture, has produced as design entirely different from any structure on the continent." The plan of the building measures 242 feet, 6 inches by 210 feet, 6 inches, and is located in the center of the square known as the Bigelow Block, bounded north and south by Adams and Jackson streets, and east and west by Dearborn and Clark streets.

We clip the following description from the *Land Owner*: "To avoid montony, this plan is boldly treated with projections, and in the elevations there are important central features in each facade carried above the main cornice as towers, each surmounted with a dome and tholus in stone. The architecture may be described as a Florentine Romanesque, treated freely. The corners are heavily quoined, and the wall surface is relieved by ornamented piers, with richly carved capitals."

The Grand Pacific Hotel ranks first among all the truly grand structures of re-built Chicago, in size and architectural beauty. It is re-built on its old foundations, which were very little injured by the fire, and has 500 rooms. Cost of the building \$1,000,000. It has been leased for a term of years by Messrs. Gage Bro's and Rice, of the Sherman House, and will be ready for occupancy March 1st, 1873. These gentlemen will furnish it in the most costly manner throughout, and under their management will render it *the finest and best kept hotel in the world*. We have reason to expect this result from their unparalleled success in the Sherman.

Palmer's Hotel, a model of beauty in every respect, next claim attention. We might go on, mentioning half a dozen similar buildings inferior only in size.

Business houses of all descriptions, both wholesale and retail, already furnished and occupied challenge the world for beauty of design, material and finish.

Five square miles are thus occupied in erecting massive mercantile structures, and many fine residences. Churches are not forgotten. The city has 194 houses of worship. Others are in process of erection that will cost over \$1,000,000, and

will present when finished some of the finest church architecture in the country.

One is impressed with the beauty and variety of the material used in rebuilding the city. Athens limestone; Cleveland sandstone; the dark grey sandstone of Buena Vista, of which a fine specimen is seen in the new Chamber of Commerce building; and the Lake Superior brown sandstone, all occupy a prominent place, adding much to the cheerful appearance of the city.

Those who flocked to the city a year ago, to see it in ruins, and offer their sympathy and substantial aid, would be more than repaid by a second visit.

(For the "American Journal of Education.")

AMERICAN MANNERS.

SHOULD the manners of a people be left to chance, or do they need cultivation? By *manners* are meant all those restraining influences, which are derived from the observance of rules of social intercourse, and which prevent society from falling into license and moral anarchy. A new state of society, like that which arises from opening a new country, will naturally be more free than that of an old country; and as the tendency is always to extremes, it is evident that it behooves a self governing people to make some provision against those extremes to which free manners may be carried, viz: ruffianism and brutality.

The bestowal of the attributes of sovereignty upon men without any of its responsibilities, and without that education which is necessary to the exercise of sovereignty, as is done to a considerable extent, by making every man a voter, cannot fail to have an injurious effect upon the manners of the people, tending to render them degenerate and brutal. As an exemplification of this fact, let us take a general view of our own history as a free people. For a time after our national birth-day, in 1776, the manners of our people were mild, equable, moderate, elevated in tone, and in every respect excellent. But they were English manners, rather than American manners. The education of the people was puritan and American; but the governing power and social influence and direction were still English.

In consequence of these two elements in our social life, the American puritan, and the English, the manners of our first Presidents and statesmen, were dignified, manly and free, leaving nothing to be desired. The officers respected the rights and interests of the people, and were respected, nay, almost revered, by the people in return. But a great change has taken place in the relations between our governors and the governed since then. John Quincy Adams may be said to have been the last of our Presidents in whom a trace of the moderation and dignity of Eng-

lish manners was preserved; and he was the last who received that kindness of regard which formerly characterized the people towards their leading statesmen.

At the present day what a change do we not see? Lincoln is shot; Johnson is assailed with the roughest efforts at impeachment; Grant is caricatured; Seward is stabbed; Sumner beaten; Greeley harried to death; Taney heaped with odium; Phillips plied with rotten eggs; Vice Presidents and Senators are accused of readily credited speculation and fraud, and we are rapidly losing faith in the honesty and integrity of our fellow men.

We do not say that the cultivation and improvement of our manners can wholly remedy this evil, but we believe that they may be made a powerful auxiliary for the accomplishment of that end. The laws will utterly fail to secure personal liberty unless they are aided by good manners. Z.

A "Complete Life" the Foundation of a True Philosophy of Education

BY H. H. STRAIGHT.

WHATEVER may be Mr. Herbert Spencer's own idea of his term, "a complete life," it seems to us that in its fullest and most legitimate meaning, it must furnish the only real foundation to any true philosophy of education. It is true that many good people have severely criticized Mr. Spencer's exposition of his own term. Whether the critics are blind, so they cannot see; whether Mr. Spencer's language is lacking in perspicuity; or, whether his ideal falls short of the true ideal, we have nothing at present to say. We like the term—to us it is crammed full of meaning. All the thoughts we have concerning the true nature and scope of education, have their roots all turned up in what we conceive to be the true nature of "a complete life." We would measure the value of all educational systems—of all courses of study—the value of the work of all school teachers, from the teacher in the common school to the professor in the university—the value of all our educational instrumentalities, by their power to make complete lives out of the lives of those they influence. What, then, constitutes "a complete life?" We, of course, can only give what the term means to us, and would be exceedingly glad, if we have fallen into an error, to have it pointed out by some one wiser than ourselves. Here goes *our* exposition of the term. It is evident that man is not an isolated being in the world in which he lives. He does not stand disconnected from the various forces and forms that work and live about him, but rather he sustains relations of the most intimate kind to all these. He sustains the same relations to the physical forces of the world as does any other material body or living organ-

ism. The force of gravity will dash his body to the bottom of a chasm with as little ceremony as it dashes the loosened rock or limb. The fire of a burning dwelling knows no difference between the sleeping inmate and the bed upon which the slumberer reposes. Water will float a human body as readily as it will float a log. Lightning pays no more attention to a man than to a calf, a tree, or a stone. The summer's heat withers the city belle with as little show of mercy as when it seems intent upon drying a frog pond or a cabbage head. The body of the profoundest philosopher will freeze in the winter's cold as readily as that of the humblest creature that crawls upon the earth. A dose of arsenic will kill a man with as little effort as it will kill a dog. Bad air will stop the workings of the brightest intellect as readily as it will stop the howlings of an ape. If a man's food lacks the proper nourishing elements, his body will look as sickly as the bean vine that is struggling to grow upon the barren rock. A man can no more secure a sound body when he lives regardless of the laws which regulate his body's growth, than he can give muscular energy to a horse by feeding him upon rails and sandstones. The first condition essential to a well-developed brain or bone or muscle, is to eat a proper amount of brain and bone and muscle making food.

Thus we have illustrated the operation of some of the forces that act upon man's body, and some of the laws that are stamped upon it. If a man is ignorant of these forces and laws, and knows not how to adjust his body to them and obey them, his life cannot be complete—it will be a failure—a failure not only physically, but a failure intellectually and morally. In looking the world over, it is not in the debilitated and sickly body that we find the vigorous, intellectual and moral life, but *we do* find that the nearer a man becomes physically a perfect animal, the nearer is it possible for him to approach, intellectually and morally, the perfect man. The incompleteness of a man's life who has a sickly body and a sickly intellect and a sickly moral nature, does not end with his own life; he begets opposition like himself; he thus contributes to the decay and degeneracy of his race. His life thus becomes a positive curse to the world.

Again, as we rise above our relations to the physical world, we come to those higher and grander—our relations to our fellow-men. The first and most sacred of these relations are those realized in the organization of the family—the relation of husband and wife—of father and mother—of children. Let any one who has seen the inside working of numerous families judge how perfect and completely these relations are met. No one can have a better opportunity to observe in this direction than the one

who teaches in the district school and boards around. We would not take a fortune for the vision of human nature which this experience revealed to us; while it was sometimes sad, in more respects than one, it was fully worth the cost. The snarlings, frettings, scoldings, fightings of many families stand out so clear that any one who runs may read (we call to mind a few instances of how we both run and read). In other cases, families are apparently happy, but a more intimate acquaintance with them often reveals a canker that is destroying the entire happiness and life of the family. Who, that has had any experience in human society, cannot recall to mind numerous instances of this sort. So far as we have been able to judge, this unhappiness is occasioned very largely by *unnecessary ignorance* of the true nature of the family relations. It is, of course, true that these families are not all the time unhappy. There is, probably, no home into which rays of sunshine do not sometimes fall; while this sunshine makes the darkness more prominent, it, at the same time, reveals the possibilities of happiness—shows us the light that ought always to shine in the home of an intelligent family. We claim that it comes within the legitimate work of the school to impress upon the mind of every young man and woman the elements which constitute a happy home, so that when our young men and young women leave the schools and enter the family relations, they shall have *clear, definite views* of the duties that must be performed—of the relations that must be met—in order that the families they bring into existence may be happy ones. No school that claims to fit our youth for a life-work, however humble, can claim to be practical or successful, in the true sense of these terms, unless they impart this knowledge, without which no life can be complete.

The real class of relations which every one who would live a *complete life* must apprehend and meet, are those revealed to us in the organization of communities. The social impulse brings families together in what are called communities; this gives rise to a new class of relations. In every community, every one must sustain the relation of neighbor—must sustain, also, certain relations to every enterprise carried on in the community—relations to Churches, schools, banking and manufacturing enterprises—relations to saloons, brothels and doggeries. It is impossible for a member of any community not to stand in some sort of relation to all these enterprises. He must influence them in some way, in some degree, by what he does say or by what he does not say—by his activity or by his inactivity. In this mesh-work of relations he must stand whether he will or no. If he sits or remains quiet, all will know and feel it. Every youth should have these truths so fully impressed upon his

mind, that they will become a part of his very being.

Again, rising from the community, we come to the State, of whose government it is the just pride of every American citizen that he forms a part. As families coming together make up communities, so by the association of communities States are formed.

Let any honest, intelligent, truth-loving citizen read the campaign newspapers—for three months previous to a Presidential election—listen to our political speech-makers—converse with partisans at the polls, and then tell me, if he can, where honesty dwells. Let him keep back if he can the blush of shame that mantles his cheek as he reads and hears the personal abuses and vituperations, the low slang, instead of honest, candid discussions of the great principles of government which he would naturally expect to find. All this indicates very incomplete living, and very incomplete work somewhere. We think it indicates a serious defect either in our idea of education, or in the way we carry out that idea.

The highest relation that man sustains is his relation to his Creator. There is no idea so filled with power to elevate, as a well-defined idea of that Being whose power and wisdom and goodness are displayed in every force and form that works and lives in space. Says Thomson (Bishop), "A man's conception of the Deity is the measure of his greatness." A complete conception of the Deity man may never be able to form.

But every man, woman and child may have a conception, in the main correct—a conception which will have power to beautify and render God-like the life. Vague terms can have no power to control the life. I sometimes think that if we could banish from existence all the terms of our theologies, and then form new ones, building up the conceptions they are designed to cover in the way in which we know every clear conception that we have must be built up, it would be a blessing to the world; that, then, instead of having the fightings of the Churches, the cavilings of the infidel, the despair of the honest doubters, and the wild revelings of the gambler and debauchee, we would have men and women of whom it could be truly said, "*Ye have known the truth, and the truth hath made you free.*" The fault, however, is not in the terms but in the way they have been abused. If they had been possessed of life, they would long since have become extinct. It falls within the legitimate work of the schools to rub off the dust and the mould from these terms, and to make them shine out with the light and force that properly attaches to them.

Now, let us briefly sum up the foregoing.

We find that man is not an isolated being, but rather that he stands in

certain relations to all the forces and forms and creatures in the world in which he lives.

We might classify these relations thus:

RELATIONS OF A HUMAN BEING.

(A.) To the physical world.

(a.) As a material body, subject to the action of the same forces as other material bodies.

(b.) As an organism, subject to the same laws of growth as other living organisms.

(c.) As a force, using the various forces about him, and modifying their action.

(d.) As an engineer, making the forms and forces about him contribute to his happiness by their utility and beauty, looking through them all up to their Author and Sustainer.

(B.) To his fellowmen.

(a.) To the family, the relation of husband and wife, of father and mother, of children.

(b.) To the community, the relation of neighbor, relations to good enterprises and to bad.

(c.) To the State, as one bound to obey law, and, in America, as a part of the law-making power. We might add, to the race also, relations to those ideas, religious, educational, financial, that ought to become universal.

(C.) To his Creator.

He should be lifted up by a high and lofty conception of God's character and attributes, as revealed in Scripture, in Nature, and in human history; have a disposition to study to find out how God works in His universe, that thus he may rightly adjust his life and make it the force in this world it is designed to be.

A complete life, then, is possible only to those who have a good working knowledge of all their varied relations, and who have the disposition and the bodily and mental vigor to meet them.

Until enlightened by new facts, we shall contend that the views given here form the only true groundwork to our educational building; that thoughts similar to these should form the key-note of all our instruction, whether given in the school, from the pulpit, or in our homes; that no subject studied should be considered finished until its place in the great life-plan is pointed out; *until all the laws and facts discovered in our studies become rooted in human life and grounded in Divine benevolence.*

NEBRASKA STATE NORMAL SCHOOL,
November 30, 1872.

LABOR is a man's great function. The earth and the atmosphere are his laboratory. With spade and plow, with mining shafts, and furnaces, and forges; with fire and steam, amidst the noise and whirl of swift and bright machinery, and abroad in the silent fields beneath the roofing sky, man was made to be ever working, ever experimenting. He is nothing, he can be nothing, he can achieve nothing, fulfil nothing without working.

HOW THEY TEACH IN CHINA.

[Translated for the American Journal of Education.]

THE festivities of the New Year are finished. The thirty days of holiday, recreation and dissipation are all ended; and now come the days of trial, toil and vexation to the country schoolmaster. He walks slowly and sadly to the place which he looks upon as his prison for the next six months or a year; he enters the schoolroom and looks about with a suppressed groan. In the west corner is piled the wood for cooking the rice; on the east side is the kitchen range where the rice is daily cooked; on another side are the beds and bedding of the family; five steps from the wall, on the south side, is his table; ten steps off are the tables and benches of the scholars. The small apartment with its low ceiling is still filled with smoke from the cooking of the morning rice, yet the books are placed on the table; the ink stones (for grinding the ink) and the writing books are placed by their side. One after another, the pupils slowly arrive and take their seats, each thinking how he may best escape his lessons for one day, at least; and all staring stupidly about the room, shuffling or drumming on the floor with the heels of their slipshod shoes. The teacher commands silence, and orders them to begin their studies, which orders not being obeyed by all, he uses the rattan, or raises bumps on their heads by rapping them with his knuckles. Tears, like rain, run down their dirty faces, and are stealthily wiped away with their dirty coat sleeves; their bruised heads are red with thumping, and some of them take to their heels, the teacher neither caring nor knowing whether they flee to the east or to the west.

At night there is a study hour, which is superintended by the master, who walks about with a heavy ferule in his hand, giving divers knocks to each unlucky wight who dares to look off his book,—and yet, as each gets a rap and screams, the others must all look to see what is going on. The teacher continues his thumping and rapping, until the sound of weeping, wailing and moaning quite drowns all other sounds, and the noise of the few who continue their studies with increased energy is quite lost, and the master begins whipping again all around to keep silence! At last, the study hour is over, and the boys rush off as from a house on fire.

The history of one day is essentially that of weeks and of months,—unless, perchance, there may be for the teacher some little variation, when it happens that a neighbor has a remarkable son, or a wonderfully wise grandson, that is to enter a school for the first time. Then half a dozen of the child's fond relations call on him to introduce the little miracle of wisdom, genius and

learning. The hopes of the teacher are revived at the pleasant prospect of teaching a future Hanlin, and visions of preferment and increased salary already glide through his brain. But alas; how are these hopes and visions crushed! When the friends have departed and he examines the little prodigy, he finds he has never heard of Confucius or Mencius, and can only blunder and stammer through a line or two of the Three Character Classic!

He groans in despair, and orders the boys to prepare for their writing lessons. Ink stones are uncovered with a clatter, writing books are unrolled like clouds, and flutter about like birds of evil omen; inky water is splashed about in all directions by the careless ink-grinders. At last they are all ready; a few try to write, but the majority (one eye watching the teacher) amuse themselves by making hideous pictures on the covers of their writing books. Yet they are all quiet, and the master fancies he can enjoy his only solace—a pipe—for a moment. So he gives a tremendous rap on the table, and each boy trembles and bends closer over his writings; soon the room is filled with the smoke of the "fragrant weed;" his temper is soothed, and he is beginning to fancy that "existence may be borne," when a sudden sound of many voices and the clashing of ink stones arouse him, and intimate that a small fight is going on among the boys! He starts up, and looks fiercely around; but all is quiet, and he knows not where to strike, or who are the offenders, yet strike he must; and soon every trembling eye is again fixed on the writing books. A moment's lull, and he dreams again, and indulges in visions of the first quarter's salary, counts the days again and again that there may be no mistake; then divides the yearly stipend into four parts and counts up how many cash will be due at the end of the first quarter. "36,000" cash a year he mentally exclaims, "and in a few weeks I shall be in the receipt of 9,000 cash! A little wine shall be added to my daily rations, and some other trifling necessities." The very thought makes him gentle in his words; the boys leave the school without noise. He meditates. He resolves to be civil and patient; he even pays his host a compliment on the superior quality of his midday rice, bows to his friends, and condescends to answer their questions.

But as the days linger on, his old habits and tempers get the better of him, and in an unlucky moment, when the dinner is more meagre than usual, he throws down his chopsticks in anger; calls the school together in a rage, and, to work off his wrath, begins beating the first boy he sees out of place, which unfortunately may be the only and petted son of the already offended master of the house, who, just then looking into the room and hearing the screams, heaves

a sigh and says: "What a pity!" Then remembering the wise maxims he has been taught, murmurs to himself—"The hearts of all men are alike," as the father loves his son so does the teacher love him." "But if the teacher loves little children as a father, does he *beat* them for love? or is it as a man beats the wooden head of Buddha, to keep himself awake while he repeats his prayers? Or may be this beating and pinching is like that of a skilful doctor, who operates thus upon patients, to save their lives when attacked by cholera or other violent diseases! Strange!—the heads of these boys are thumped till the lumps and bumps on them make them look like a field of purple egg-plants! their skin is scratched and pinched, their arms and legs covered with bruises as if they lived or worked in a blue dye shop! their tears rise and flow like tides of the Yellow River! their moans and wails and cries, now low, now sharp and shrill, then loud and piercing, are like the drums and gongs of a play house!"

In the midst of this moralizing the mother comes, but not like the father, armed with calm wisdom learned from books. Her indignation knows no bounds, and though she dares not speak, she does better,—decides and acts. First, breaks the teacher's rice bowl, then throws away his chopsticks; rolls up his bed and bedding, puts them outside of the door, obliges her good husband to write a note to him, saying his services are no longer required—that as his luggage is ready, he will be expected to leave that evening!

He knows it were all in vain to ask forgiveness or promise amendment; and as he sees the broken fragments of his rice bowl lying on the ground, and a litter of pigs approaching to examine his bed, he thinks it time to be off, and disappears from the scene, to the great delight of all the boys in the neighborhood, who hope their wounds and bruises will be healed ere a new schoolmaster arrives.

The writer adds some pertinent remarks upon the desirableness of a change in the system of country schools, the importance of which, after the above satirical sketch of the existing state of things, will be obvious to the foreign reader.

NAST'S ILLUSTRATED ALMANAC for 1873 has a notable array of good things, including a story by Mark Twain, in his familiar comic vein, of "The Good Little Boy who did not Prosper," a shrewd discussion of "Marriage," by Josh Billings, a narrative of "New Year's Calls," by Eli Perkins, a new poetical version of William Tell, by George P. Webster, and a reproduction of Dickens' "Mrs. Leo Hunter's Public Breakfast." The illustrations by Nast are admirable; not the least among them being the representation of "Father Time Mowing by Steam." The rates of postage are given, besides the customary almanac matter.



C. B. Clarke, Architect.

312½ Chestnut st. St. Louis.

BUSHNELL (ILLS.) CENTRAL HIGH SCHOOL.

[Drawn and engraved expressly for *The American Journal of Education*.]

THE city of Bushnell, located at the junction of the Toledo, Peoria and Warsaw, the Rockford, Rock Island and St. Louis, and the Chicago, Burlington and Quincy railroads, is destined to be one of the most beautiful, as it is one of the most thriving, of our inland towns.

The people are determined that their intellectual and moral growth shall keep pace with their material

development. As will be seen by the beautiful design of their new High School building herewith presented, they are wide-awake on the subject of public schools.

Their policy seems to be to retain, in each of the four wards of the city, a Primary School for the smaller pupils and lower grades, and to use the Central High School building for all the higher grades.

They have purchased two acres of land for the lot, which they intend to set out in forest trees and flowers, believing with Ruskin in the high value of aesthetics in school architecture and surroundings.

The Board of Education is composed of the following named gentlemen: J. B. Cummings, President; E. E. Chesney, Clerk; R. S. Randall; L. S. Mills; I. V. Kelley; E. D. C. Haines.

WHAT IS THE USE?

DURING the last two months we have repeatedly heard the question asked, "What is the use of this Natural Science in the Common Schools?" "What is the use of asking so many far-fetched questions at the examination of teachers?" "What is the use of a teacher being obliged to know what comes from Tongay or Madagascar, where jet is found and what is its chemical composition?"

These questions and criticisms condensed, are equivalent to this:

What need for a teacher to know anything more than the simple elements of the six branches, Reading, Writing, Orthography, Arithmetic, Grammar, and Geography; which a dozen or more years ago, comprised the list of requirements on the teachers certificate?

These questions have come from experienced teachers.

From this fact they are specially suggestive.

When these teachers entered upon the work of their profession, ten, fifteen, or even twenty years ago, the field was too narrow. They were ambitious to teach in High schools, where the studies would interest them, and lead them on to greater heights of intellectual culture, where all the various sciences they had studied might be called into use.

Education has gone forward and now the work of our lowest grade schools calls for a liberal education in teachers.

It gives every teacher the opportunity for using her knowledge of what have heretofore been termed "Higher Branches."

It gives every teacher ample reason for constant study and thought—ample opportunity for seeking the further expansion of her own mind by this thought, research and culture.

Education is progressive, and the teacher of the present age must also be progressive.

If she asks "What need is there of so extensive a qualification for teaching?" let her ask of herself if she is willing to go on in the old groove, simply doing "as they used to do."

S. B.

SPARE minutes are the gold-dust of time, and Young wrote truth when he said that "sands make the mountains, moments make the year." Of all the portions of our life, the spare moments are the most fruitful in good or evil. They are the gaps through which temptations find the easiest access to the garden of the soul.

OUR TEACHERS' BUREAU.

Those desiring teachers are requested to state—

- 1st, Salary paid per month;
- 2d, Length of school term;
- 3d, Qualifications required.

Teachers desiring positions will also state—

- 1st, Their age;
- 2d, How much experience they have had in teaching;
- 3d, What wages they expect per month.

We charge each applicant for a position, and each person applying for a teacher, the sum of *one dollar in advance*, for inserting their application.

TEACHERS WANTED.

61. Ten teachers for primary colored schools in the South. Salary \$40 to \$50 per month.

TEACHERS WANTING SITUATIONS.

217. A gentleman with sixteen years' experience desires a position in a good school; prefers the South. Good references.

218. By a gentleman with several years' experience, who can teach English branches, Latin and Algebra. Good references. Prefers this county, Missouri, or Illinois.

219. A young gentleman, graduate of Olivet College, Mich., who has had some experience in teaching, wishes a position in a good school.

220. A gentleman as principal of a good school. Can teach higher English branches, mathematics and languages. Salary \$1200 per year.

221. A lady, who is a first-class teacher, desires a position in the primary or intermediate department of a good school. Good references given.

NOW IS YOUR TIME.

THERE are yet several teachers, out of the 200,000 in the United States, who have not been able to obtain that most essential aid, *Webster's Unabridged Dictionary*. A large number, especially in the West and South, have availed themselves of the opportunity offered by us to get one, without being obliged to pay out much, if any, money themselves.

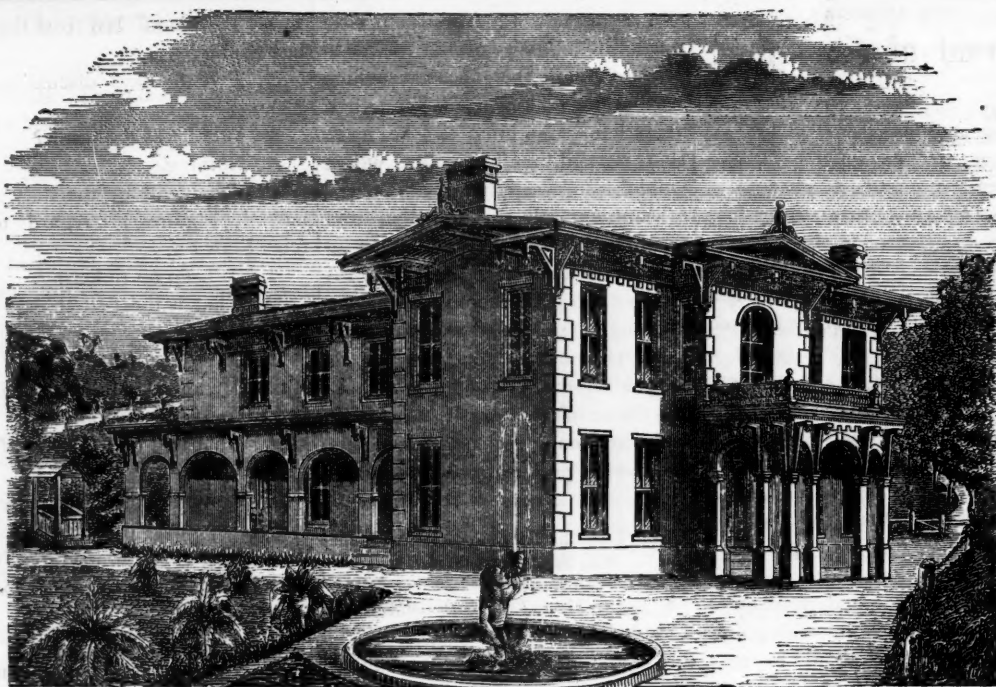
The offer is still open. For twelve subscribers we will send Webster's Unabridged Dictionary, containing 3000 engravings and 1840 pages, the trade price of which is \$12.00. There are ten thousand words and meanings in this not found in other dictionaries.

Now is your time to procure it. It will never be any cheaper, and it is a good thing to have.

Send to us for circulars and other information as to just "*How to Get It*," easily and without delay.

Every school needs it, and every school can get it! Now is your time!

It has become almost a *necessity* for every intelligent family, student, teacher, and professional man. What library is complete without the best English dictionary? or what library is started, even, without it?



C. B. Clarke, Architect.

312½ Chestnut St., St. Louis.

RESIDENCE OF MR. WM. O'NEIL PERKINS, FRANKLIN, TENN.

THE plans of this elegant country seat were drawn and furnished by Mr. C. B. Clarke, architect, St. Louis.

The principal rooms are arranged in such a manner as to secure the pleasant breezes of summer, so essential in a southern climate.

The parlor, hall and family rooms occupy the entire first floor of the front building, the principal stairway being between the front building and dining-room, they are shut off from the main hall. The pantries are between the kitchen and dining-room, and all the arrangements are such as

to meet the requirements of a generous hospitality.

It is in these private homes that we must look for the affection, refinement and culture which gives to our institutions their strength, to life its charm.

We rejoice in all these evidences, which are multiplying on every hand, of renewing good will, and the friendship, thrift, industry and enterprise it begets. We are one people, bound by common ties, inspired by common hopes, and cheered by the same sublime destiny.

The intelligenc, fraternity and

homogeneousness begotten by our public schools—the virtues guarded and fostered in the *homes* of the people—these are solid foundations on which to build, for

"Be it ever so humble
There's no place like home."

Fortunately Mr. Perkins has ample grounds; and, with the river on one side and the railroad on the other, there is a never-ending variety of attractions.

We shall publish, from time to time, in the *American Journal of Education*, cuts of private and public buildings from all parts of the country.

LOUIS PRANG.

IT there is an earnest, purposeful artist in the country, it is Louis Prang, and each year brings us ample evidence of his remarkable enterprise and artistic ability. While it does not serve the purposes of Art to *overrate* the value of the chromolithograph, rating it, as it is sometimes done, with the painting of which it is a copy, it cannot be gainsaid that many homes are made beautiful by its presence, and that it occupies an important place as a popular teacher of what is beautiful in form and color. Eminently true is this of the publications of Louis Prang, and chiefly so because he takes an honest pride in his work, is possessed of excellent taste and judgment in the selection of subjects, is a skillful workman himself, superintending the gradual processes of production with unceasing care, each year producing better work than the year before. In evidence of this we have before us a reproduction of Durand's large painting, entitled "*Reminiscences of an Old Man*." This is in many respects the most artistic reproduction, while it is the largest (measuring nearly thirty-three inches by twenty-two) yet published by Mr. Prang, and one which cannot fail to find thousands of admirers, for the subject is poetic

and the treatment such that we lose but little of all that is best in the painting. Where the lithographer has permitted himself to take any license in the reproduction, he has done it judiciously, as in the harmony of color between the foreground and middle distance, which the original has not. Another important reproduction by this house is a coast scene by moonlight, after Douzette, a highly effective work. And we have from them this year also an admirable catalogue of their publications, of over sixty pages, profusely illustrated, printed on fine paper, and containing much valuable information touching the history and processes of chromolithography. Mr. Prang has just returned from a Western tour, with renewed strength, I hope, for the labor that he loves, and by which he has earned a world-wide reputation. —*Evening Mail*.

THE ILLUSTRATED JOURNAL OF AGRICULTURE.

IT becomes our especial pleasure to make mention of this meritorious monthly, published in this city by Messrs. Marmaduke, Chew & Co. We can say of it, without exaggeration, that in typographical execution, neatness of appearance, and extent and beauty of illustrations, it is wholly without a rival in the West.

From our knowledge of the cost of engraving, we should surmise that this feature of the *Journal* alone must be an expense of several hundred dollars monthly to the publishers, for each issue contains, in addition to numerous cuts of horses, cattle, sheep, swine and other animals, and subjects interesting to farmers, a department designed especially for ladies and children, richly embellished by fancy pictures instructive to them.

The editorial, contributed, and the selected reading matter which appears in the *Journal* is of that character which will be found improving to farmers in the South and West, and we can not recommend to them any publication which more thoroughly meets our views of their necessities.

It may be had for one dollar and fifty cents a year by addressing the proprietors as above.

NO HOLIDAYS.

The note on section 98 of the School Laws of Missouri, on page 41 of the new edition, says: "No holidays are provided for by the law, hence teachers must provide for them in their contracts with directors, or lose the time if they suspend school."

ANSWER to Charades in October number, sent us by a valued correspondent in Mississippi—"Salmon P. Chase," and "*Livingstone*."

THE AMERICAN

Journal of Education.

J. B. MERWIN Editor.

ST. LOUIS, MO., DECEMBER, : : 1872.

WHAT IS EDUCATION?

READING, writing and arithmetic. These three accomplishments, in old times, were supposed to be all that was necessary for a man to succeed in life, and of these a small amount was held to be sufficient. But what was enough one hundred years ago will not do to-day, even to secure a moderate degree of success, any more than the vocabulary of words which was quite sufficient to express all Lord Bacon's ideas, would serve a modern professor of natural science, in writing one small volume which should express the elementary statements of natural science at the present day.

"Business is business" we know, but it is none the less true that what was meant by the term *business* one hundred years ago will not stand for it now. The world has been transformed by steam and electricity. Regions which were remote then, now lie at our very doors as it were. St. Louis is not so far from Boston to-day as Philadelphia was then. We live the same life as London, every day, by means of the electric current under the ocean waves. The Illinois farmer cannot fix a price for his wheat until he knows how it is selling in Europe. And a revolution in France, or a war between Germany and France alters his estimate of his property. All circles have widened. Interests once diverse have become united. The fire which lays in ashes the business center of Boston, lowers the value of railroad stock along the shores of the great lakes, and affects the sales across the ocean. With the great earthquake at Lisbon tore open the ground and shook the city to its foundations, the water in the Scotch lakes rose perceptibly and was violently agitated; but that sympathy was as nothing to the close interlocking of human interests by means of the steam engine and the telegraph.

The business man of 1762 who should appear upon the scene once more, and enter into business, would find himself unable to make the wide combinations, and to calculate the far reaching chances of the present. The education which was sufficient then, is not sufficient now. Time is worth more now than then. More reading must be done in less time, and a rapidity of calculation undreamed of then must be cultivated.

The common people, the masses must be raised to the new level of science. This must be done through the agency of the common schools, and it must be done if we would not lose the interest on our money investments in whatever direction.

We cannot afford to have the masses uneducated. We cannot afford to give them only the education which was amply sufficient one hundred years ago. Nothing can be more short-sighted than the policy which would refuse supplies for the needs of common school education, and would limit the work done there to the amount done years ago. "Penny wise and pound foolish," was the old English proverb; and the capitalist who does not realize what education at the present day means, and the absolute necessity for it, will find when too late, that in saving his pennies the pounds have been lost.

A Word to the Twenty-Seventh General Assembly of Mo.

AS the House of Representatives in the newly-elected Legislature contains but seventeen members of the Twenty-Sixth Assembly, it is presumed that all good and faithful representatives will spend the brief interval between this and the first day of January next in studying, to the best of their ability, the nature and scope of their duties.

We respectfully invite the attention of the members elect to the following catechism, founded upon the teaching and experience of the last House:

Question. What is the first duty of the Assembly after its organization?

Answer. To elect a United States Senator.

Q. How long will it take to do this business?

A. Twenty days.

Q. How much will it cost?

A. Twenty thousand dollars.

Q. What is the next duty of a good legislator?

A. To tinker the road law.

Q. And the next duty?

A. To tinker the revenue law.

Q. And the next duty?

A. To tinker the school law.

Q. What is the grand principle which every good legislator must bear constantly upon his conscience?

A. RETRENCHMENT AND REFORM.

Q. How did the last legislature apply this principle?

A. Admirably; they discussed four whole days the propriety of entertaining the Duke Alexis at the public expense, showing that they had an eye to economy.

Q. How much did this discussion cost the State?

A. Four thousand dollars.

Q. How much were the expenses of the Duke's reception?

A. Two hundred and fifty dollars.

Q. How does this illustrate retrenchment?

A. It leaves a balance of \$3,750.

Q. How much did last winter's tinkering of the revenue law cost the State?

A. Not less than \$40,000.

Q. How much has the new law saved to the State?

A. It has collected about \$300,000 less tax.

Q. How much did the attempt to

tinker the school law cost the State last winter?

A. Twenty days discussion, and \$20,000.

Q. What was the result?

A. Nothing.

Q. What will be the duty of the new legislature in regard to the school law?

A. To keep on tinkering.

Q. What is the first change to be attempted?

A. To reduce the maximum limit of taxation for school purposes to one-half of one per cent.

Q. What will be the effect of such a change?

A. It will not only close the schools in such places as Holden, Warrensburg, and Macon, but it will close more than half the schools in the State.

Q. Is this reform?

A. No; but it is retrenchment, which is far more important than reform. What is saved from the schools will be expended on the penitentiary, which is already built, and thus further save the expense of building school houses.

Q. How can the school law be tinkered so as to protect the rich man against a heavy tax for the education of the poor man's children?

A. Make a two-thirds vote of the district necessary to carry an estimate beyond half of one per cent.

Q. In what other respect will it be incumbent upon the good legislator to seek a change in the school law?

A. To abolish the County Superintendency.

Q. What effect will this change have?

A. It will save the counties an annual expense of from \$200 to \$800 for salaries, and will also introduce a cheaper class of teachers.

Q. What will be the general effect upon the schools?

A. It will set them back at least twenty-five years, but then it will retrench expenses.

Q. What other change must be sought by a good legislator?

A. To abolish the office of Assistant State Superintendent of Public Schools.

Q. How much did discussion on the proposition to abolish him cost the State last winter?

A. Precisely \$2,000.

Q. Was this retrenchment?

A. No; but it would have been if the proposition had prevailed. The salary of the Assistant is \$2,000, and if they had abolished him the one \$2,000 would exactly cancel the other.

Q. Why did not the attempts of the last General Assembly to tinker the school law, as above referred to, succeed?

A. Because, as Dr. Hull, the able editor of the *Sedalia Democrat*, in his admirable speech before the Convention at Sedalia, said: "No political party can thus oppose the school system and live. If any party should

attempt such a measure, it would dash its brains out against a stone wall."

Now, gentlemen, seriously, the facts embraced in the foregoing catechism are *facts*, as we carefully noted them during the two sessions of the last General Assembly. The logic of the dialogue is the exact logic, not of the speeches, but of the *doings* of the Twenty-Sixth Assembly. To retrench, according to the acted definition of that Assembly, is to spend, for example, \$2,000 in discussing a proposition to save \$500; to reform is to contravene the best results of the best thoughts of the Nineteenth Century.

Mark one other thing. Every member who, during the discussion of last winter, advocated changes that would seriously cripple the school system, if carried into effect, commenced his speech by saying he was a *good friend of the public school system*. The people have said they do not believe such to be "good friends" of the system, by returning to the next Assembly only seventeen members of the last one.

It seems to be generally admitted that the halls at the capitol will be filled by a much higher order of men than the "reformers" and "retrenchers" of a year ago.

We regret to learn, however, that several counties have instructed their representatives to move for the very change, the attempt at which resulted in such ridiculous failure a year since.

We have but a word more which we utter with respectful earnestness. The men who attempt, and succeed in effecting, the changes already referred to, or who in any manner impair the present or possible efficiency of our common school system, will be remembered—nay, more, will be *branded*—for the next half-century as the originators of a scheme which will surely make void the progress of the last ten years, discourage immigration, crowd our penitentiary, hand the State over to a lawless and ignorant populace, reduce the value of all species of property and goods, and entail a general imbecility, from which the State of Missouri cannot recover during the next quarter of a century.

STATE ASSOCIATIONS.

THAT of Missouri, the eleventh annual meeting will be held at Kirksville, December 26th, 27th and 28th, in the new Normal School building, which is to be dedicated with appropriate and interesting ceremonies on the evening of Dec. 26th.

In addition to the several addresses and discussion promised in the programme, this feature of dedicating a new Normal School building, ought to draw teachers from all parts of the State.

The various railroads, as usual, will return all in attendance at *one-fifth fare*, and with the *very low* rates of fare on the line of the St.

Louis, Kansas City & Northern Railroad, running to Kirksville, the cost of the *round trip* from St. Louis being only *nine* dollars, we hope a host of teachers and friends of our Public School system will avail themselves of this opportunity to visit Kirksville.

Ladies attending this meeting will be entertained *free*, and gentlemen at nominal rates, as the people want to show their city and their new Normal School building. The fact is, with the Pullman palace car, and a charge of only *one-fifth* the regular fare to return, no place "is *one side or out of the way* now." Let's have a grand rally at Kirksville, and "dedicate" that Normal School building, and put the State Teachers' Association on a basis such as will meet its new demands.

The teachers of Missouri and other States, in intelligence, character and numbers, are a power to *command* the respect and consideration of the law-making power, and their wishes and suggestions, so far as "school legislation" is concerned, ought to be heeded.

All the railroads in the State, we understand from Prof. Baldwin, the Principal of the Kirksville Normal School, will return teachers and others, who pay full fare in going, for *one-fifth* regular fare.

INDIANA.

WE have been favored with a programme of the exercises of the *Nineteenth* Annual Meeting of the Indiana State Teachers' Association, which is to be held in Logansport, Indiana, December 31st, and January 1st, 2d and 3d. They have, in addition to the meetings of the "General Association," an "Examiners' Section," a "Collegiate and High School Section," a "Superintendent's Section," and a "Primary Section." In addition to a score or more of the ablest teachers, editors, school officers and professors of the State University, they have engaged Hon. John B. French, State Superintendent of Schools in Vermont, and Dr. Wm. T. Harris, Superintendent of Public Schools in the city of St. Louis, to address the Association.

A cordial invitation is extended to all who are interested in the various subjects to be discussed to be present, and *several* of the principal railroads of the State return *free* all who pay full fare in going, and most of the others at *one-fourth* fare.

The programme of exercises covers a wide range of subjects of great practical importance, not only to the Public School System of Indiana, but to the citizens of every State in the Union. It has come to be a question of vast importance to the American people as to *how* the children are educated, and by *whom* they are trained for the duties of American citizenship.

ILLINOIS.

THE programme for the Illinois State Teachers' Association had not been received up to the time of going to press, but for *twenty* years these annual gatherings of the educators of the Prairie State have been held regularly, and they never fail to be meetings of great profit and interest. As usual, the railroads and hotels will make a reduction of fare. The meeting is to be held in Springfield on the 25th, 26th and 27th of December. Just think of it—*Twenty* thousand teachers! involving an expenditure of over *seven millions* of dollars annually. The broadest views and the wisest counsel we hope will characterize the proceedings of this meeting.

BOSTON AND THE FIRE.

NO grander sight can be imagined than Boston has offered since the fire, which destroyed \$100,000,000 of her property. She has held her own nobly. She has not once lost her self possession and dignity. No scenes of riot marked the days of calamity—no weak bewailing over misfortunes. No abject begging for aid from others have been seen since the fire. Other places are sometimes prone to speak slightly of the old Puritan city, and to ridicule her for an assumption of special virtue; but no single newspaper has been found who has not recognized in spite of local prejudices the respect in which the brave old city is held throughout the land.

For the virtues which have borne the people of Boston so manfully through the ordeal, we must thank, in great part, the common school system which originated there, and has been always made a boast and pride, and carried to a high degree of perfection. It was in the Boston public school that the foundations were laid of that sense of honor, that self reliance, that fortitude, and that resolution which never shone more brightly than in the great trouble through which she is passing now and which makes us proud that we can claim to be a sister city.

And if in the future we would have more such examples, we know how to store up the material of which they are made, for in supporting and improving our common schools, we are training just the qualities which we may all need, we know not how soon, to conquer calamity by the force of "completely fashioned will."

INTERESTING FACTS.

ACCORDING to the census of 1870, the total number schools in the United States, was 141,629 for males, and 127,713 for females. The total number of pupils was 7,209,938—3,621,996 being male, and 1,587,942 being female. The total income of all the schools was \$96,404,726, of which \$3,663,785 came from endow-

ments, \$61,476,039 from taxation, and \$29,992,902 from all other sources, including tuition. The total income reported is nearly three times that for 1860, and nearly six times that for 1870. It is considered quite impossible that there should have been any such increase; and the apparent augmentation is, without doubt, referable to a failure on the part of the census officials to secure complete returns. Of the total number of schools reported, the public schools were 127,059, classical, professional, and technical, 2545, and others, 14,024. The total number of teachers in the public schools was 183,198; and in the classical, professional, and technical, 12,767. The number of pupils in the latter class was 245,190, and in the public schools 6,228,069.

NEW YORK CITY.

THE Board of Education in New York city report a daily attendance upon the public schools for the last year of about 200,000 pupils. For such as choose to pursue an advanced course of study the College of the City of New York and the Normal College furnish it free to boys and girls respectively. Last year there were in the City College and preparing to enter 527 students, and in the Normal College about 1,000; showing that considerably less than one in a hundred of the pupils in the public schools in the city ever attempt to go beyond the grammar school, while probably not more one in six of those who make the attempt complete the full collegiate course.

AN IMPROVEMENT.

IT is singular that statutes which surely ought to be clearly worded seem frequently to be, of all documents, most blindly written, and to afford endless ground for controversy and litigation.

It is particularly remarkable that school laws which concern so many people so closely, and which dealing with education ought to be most exempt from this complaint, should be so often liable to it. So it is, however, in many of the Western and Southern States. Duties of officers are imperfectly indicated, conflicting requirements are made, and hundreds of things are left dubious and uncertain, which ought to be placed beyond dispute by the plain words of the statute.

This is largely the result of the tinkering sort of legislation that prevails in every State. A bill carefully drawn, entire in its provisions, looking to the interest of no State or party, but to the permanent welfare and glory of the whole State, must run the gauntlet of a thousand amendments, and in its conflict with local issues and personal prejudices, lose all its comeliness and effectiveness.

So also of the enactments and amendments of successive legisla-

tures. Passed upon many times by men ignorant of what is already law, they operate to produce disorder and confusion, and impair the success of the system they pretend to strengthen.

We do not often find a man who can frame a good school law. Still more rare is it to find a legislature that can enact one.

It is better then, generally, to bear the evils we have than to attempt to right them by cobbling at the law. A poor law can be made effective by careful codification and annotation, better than by amending it.

A law, new and complete in itself, run through the legislature without an amendment, might be an improvement, but amendments over which political parties have fought, are rarely any advantage.

Here in Missouri we have a law which the lamented Ira Divoll pronounced a disgrace to the statute books. We are not certain whether he had in mind its absurd and incongruous provisions, or its intolerable English. Either way he uttered a melancholy truth. The experience of last winter showed the impossibility of improving it at present. The next best thing was to reprint it, with notes and decisions, and this we are glad to see Mr. Monteith has done, taking advantage of the exhaustion of former editions.

The text is printed in large clear type, leaded and paragraphed. The notes, in the margin, refer especially to those points upon which explanation has been shown by correspondence with school officers, to be necessary. They are brief, in few cases extending over two or three lines—some are decisions, others merely suggestions, all are to the point.

A series of forms for use of school officers, rules for management of district meetings, and a number of plans of School Houses, with suggestions as to heating, ventilation, and necessary apparatus, add greatly to the value of the publication, making it a practical and complete hand-book to the school officer, and teacher.

TENNESSEE.

The East Tennessee University, situated in Knoxville, consists of three colleges—Arts, Mechanical and the Agricultural, and under the general management of Thomas W. Humes, S. T. D. It has a corps of some twenty professors, some of whom are graduates of the most eminent colleges of Europe and America. Its government is military, and under the control of Lieut. T. T. Thornborough. The battalion consists of about three hundred cadets. Large donations have been made to it, both by the United States and the State of Tennessee. It has splendid college buildings, libraries, &c., &c.

TRAVELS IN SOUTH AFRICA.—Compiled and arranged by Bayard Taylor, New York. Scribner, Armstrong & Co. 1872.

CLOSE OF VOLUME FIVE.

OUR friends will be glad to know that we close Volume V. of *The American Journal of Education* with a larger list of paying subscribers than any other journal of this class in this country—with possibly one single exception.

We have never made many promises, but so far we have been able to give all the reading matter, and more of it, and that of a better quality, than we expected in entering upon the present year. Instead of sixteen pages we have frequently—as we do in this issue—given twenty; and so we have in this volume given two or three extra papers.

We want to thank our friends here, and now, for their invaluable aid in contributions, suggestions, and the efforts made to extend our circulation. By these efforts the paper has become a real and positive help to every teacher and school officer in the land.

We know whereof we affirm, when we say that, by the extended circulation of this Journal, the public sentiment of the nation in favor of a higher standard of education for the masses has not only been largely stimulated and strengthened, but that the good work done by every school officer and teacher is better appreciated and more highly prized.

Of course all do not take or read this Journal, but all do share in the benefits derived from its strength and power, and the influence it has exerted.

We know this, because we now have this testimony on file in abundance from the leading teachers and school officers in every State in the Union, and because the calls are constant and frequent for back numbers.

School officers from Massachusetts, California, South Carolina, Oregon, and Texas, have sent, since our last issue, orders for the whole five volumes; and, strange to say, all of these letters reached us in St. Louis the same day. This sort of evidence and appreciation accumulates all the time.

We should not mention this at all were it not for the fact that we have the assistance, in all departments of the paper, of the ablest writers in the country.

It is due to these writers, in closing this volume, to say thus much, and to again tender them our most sincere thanks; and, as we shall not have another or better opportunity, to send kindly greetings and the "compliments of the season" to all our friends.

A WRITER of repute has calculated that, upon an average, every 500 miles of railway adds \$120,000,000 yearly to the national wealth, which is enough to pay the interest of the national debt. If we call the addition, however, but one half of this writer's estimate, or \$60,000,000 per annum, the result would be satisfactory enough to all reasonable people.

STATE BOARD OF AGRICULTURE.

THE gentlemen composing this Board impress one favorably by their intelligence and devotion to the work in hand.

A great variety of subjects come up for discussion in their meetings—subjects of material importance, too; and they are ably, sensibly, and practically treated. The daily papers gave good reports of their proceedings which we hope were read, especially by the teachers of the West and South.

Our farmers will take more interest in the schools, now that the so-called "Natural Sciences" have been introduced into the curriculum of our Common Schools; and our teachers will all find a greater interest in "farming," doubtless, and to teach and train their pupils in a more practical way.

The following officers were elected for the ensuing year: President—Norman J. Colman, St. Louis; Vice-President—John W. Harris, Rochepoort, Boone County; Recording Secretary—John H. Tice, Cheltenham; Treasurer—William T. Essex, Kirkwood; Corresponding Secretary—John F. Wielandy, Jefferson City.

HOLIDAY GIFTS.

IT is a pleasure, as holidays approach, to note how much more general the observance has become throughout the land than formerly. The Puritan element in New England for a long time exerted an influence, not by any means sanctimonious, but very decidedly averse to every lighter kind of enjoyment. In the antagonism to what were deemed the corruption and follies of Romanism, our forefathers condemned many old customs that were not merely harmless, but good and pure.

The settlers of New England kept up, longer than the brethren at home, the intensity of this feeling; and, until very lately, the observance of Christmas as a legal holiday has been repugnant to many a good person, who would find it hard to give a reason for the dislike.

Gradually this is all wearing away, and in spite of Puritanism and of American indifference to relaxation, our people more and more give themselves to the enjoyment of the festive season that is approaching.

The schools close, or ought to—we believe the custom is now universal—the children have the gayest time of the year, and their parents and teachers improve the occasion to shuffle off some of their cares and burdens, and invigorate themselves for the labors of another year.

There is no pleasanter mode of recognizing the season than by the giving of presents. Too often a burden, there are times when this is a real pleasure, as much to him who gives as him who takes. However trifling the cost of a gift, it acquires more than a commercial value when it becomes a tangible token of affection and remembrance. A lock of

hair, or a photograph of an absent friend, money cannot buy of the possessor; and yet it should be a pleasure to the giver that his gift has an intrinsic value or real utility. Hence, the articles which combine use with ornament are for this purpose in greatest demand. Watches and canes for gentlemen, and the numberless articles of ornament and utility they find use for in their attire and in the paraphernalia of domestic life. gold and silver, and bronze and glass, for ladies, and a great variety of articles adapted for the use of either, are in greatest demand, and so the jewelers find their stock diminish on their hands with great rapidity at this season.

Gold, silver, and diamonds have a permanent value beyond the changes of fashion. If purchased at fair prices, and with their genuineness established, they afford a protection against the contingencies of fortune to which all are exposed. They are marketable always. This also makes them especially suitable for presents.

We cannot do our readers a greater service than by calling their attention to the establishment of Messrs. D. C. Jaccard & Co.

This is one of the oldest and most reliable houses in the West. Their stock comprises an endless variety of clocks, watches, jewelry, bronzes, silver-ware, and ornaments of every description, by the best workmen of America and Europe. We cannot particularize, but can say, without hesitation, that in extent and variety of stock there is no house in the United States, outside of New York and Philadelphia, that will compare with this.

They have an established reputation for fair dealing, and purchasers may depend upon their representations as to quality and value of goods with perfect confidence.

Their wares are suited to any taste and any purse, and the buyer of a trifle will be treated with as much consideration as if he wanted the Koh-i-noor. Give them a call.

Those whose tastes incline to giving books will do well to look at the St. Louis Book & News Co.'s immense stock, at 307 North Fourth Street. This is the leading establishment in their line in St. Louis; and, in addition to their usual supply of books, stationery and fancy articles, they now offer a large stock selected especially for the holiday season.

There are some whose wants are to be appeased by neither jewels nor books. To these, whether they want skates or skillets, tops or teapots, anything made of wood, metal, or leather, or of all combinations of them—for use in the house, garden, stable or farm—we recommend to call at the old and well-known house of Cheever, Burchard & Co.

It is one of the beautiful compensations of this life that no one can sincerely try to help another without helping himself.

A GLOBE IN THE FAMILY.

THE jolly St. Nick did a good thing by our family last Christmas. The wish for a good globe for the sake of the bairns had been breathed by the "united head" of this family more than once, but we did not know as our wish had been overheard, and we were utterly surprised when a beautiful terrestrial globe actually found its way into our family circle holiday week. With all our wishing we had never dreamed what a treasure it would really be. I believe we old folks have learned more geography since that globe came than we ever learned before. As for the little ones, they have probably learned more than they would in many months of study of geography in the old memorizing way, and their first ideas will not be so erroneous as mine were. I had been almost through Peter Parley's First Geography, when I learned, to my astonishment, that I lived on the outside of the round world pictured in the book, and not shut up in the inside. I wonder what proportion of the readers of this page have a clear idea of the motions of the earth and their effects.

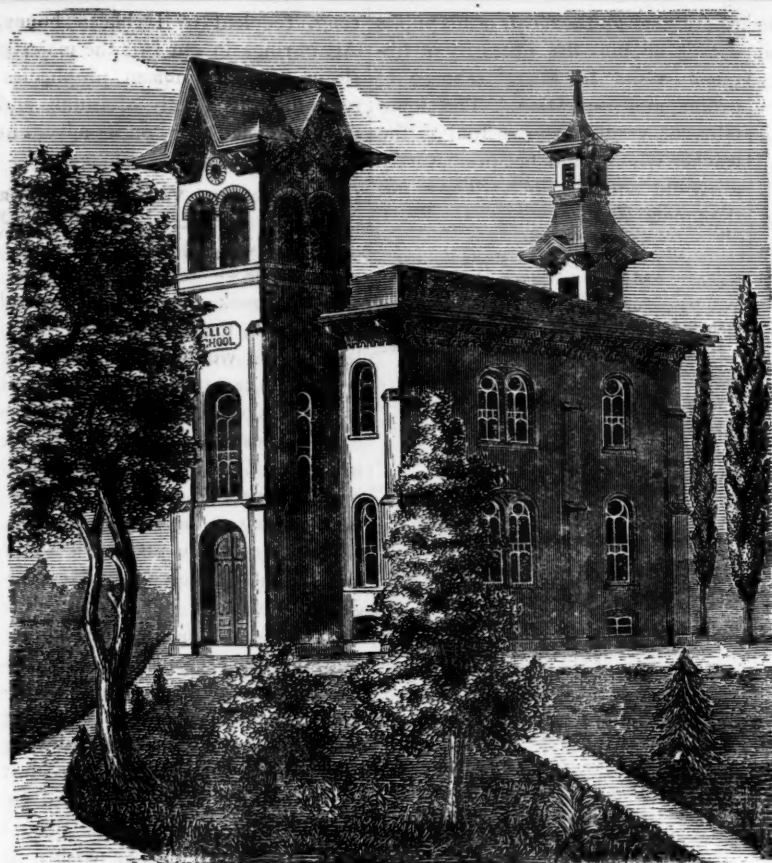
The globe is full of suggestions for stories of the most profitable kind, and it provokes one to historical and scientific reading. The children's most natural questions lead one on indefinitely—all about Columbus, the mariner's compass. But it's of no use to begin enumerating the topics suggested by the globe, for they seem endless.

It is a beautiful ornament, too,



and it strikes me that no parlor library is quite furnished without one. Such globes should be used in all our common schools. There is no other method of teaching the most important part of geography with success. The maps are excellent, and of course they are much more correct in their proportion than any fit representation of the earth can be.—*Exchange.*

MAJOR M. R. Baldwin has been appointed Superintendent of the Houston and Texas Central Railroad, with headquarters at Houston,



DESIGNS FOR SCHOOL HOUSES.

WE present herewith cuts of two beautiful but cheap School buildings, which will answer for both Ward and District School-houses. We aim, in the elevations and plans we present, to furnish something adapted to the various localities where the public sentiment is fast ripening so as to demand and secure the best which can be had in both buildings and furniture.

Mr. C. B. Clark, the architect, is indefatigable in his efforts to satisfy all demands, and he will be glad to furnish all needed information in detail on application.

We claim always, that to make the interior of a school-house attractive by furniture, apparatus, and cheerful adornments, is the best possible thing for the refinement of the child. It is also true that an attractive exterior goes far to educate the taste of the whole neighborhood. These cuts show that such attractiveness is not incompatible with cheapness.

THE CRY OF THE CHILDREN.

THE following timely and vigorous passage is from a recent article in the *New York Independent*. The statements are not only true of New York, but every where in the land an effort is made by teachers to exact from children an amount of intellectual labor that would be slow death to strong men. We write this with a lively realization of its truth, after spending an entire evening with a boy over his algebra :

“The customs of the day actually make larger demands on the children for mental work, than adult people themselves can possibly stand. Five and six hours in school, two or three hours at home, make a day's work, which would wear men and women out prematurely in the use of the brain. But this is about the average measure which we murderously demand of our children. It is infanticide. It is more refined, it is slower, it is more decorous; but it is scarcely less effectual than the exposure of young infants, as practiced by the ancients. There is just one refuge left for the poor little children thus hunted down and helpless in our hands. They use it abundantly, and who can blame them? We require them to spend so much time in ostensible study. That they have to do for we possess the power. But the little persecuted sufferers have an alternative. They must study the prescribed hours; but they can study as listlessly as they please. Four hours daily, suitably distributed, they might, perhaps, spend with profit in good, down-right mental application. But they *must* spend six or eight in application of some sort. It is quite impossible that they should spend them well. They, therefore, spend them ill. They spend them in slackening and scattering their powers of attention, instead of strengthening and concentrating them. In other words, they regularly and inevitably defeat the best object of their attendance at school, in place of securing it.”

EASY LESSON IN PHYSIOLOGY.

Suppose your age to be fifteen, or thereabouts; you have 160 bones and 500 muscles; your blood weighs 25 pounds; your heart is 5 inches in length and 3 inches in diameter; it beats 70 times per minute, 4,200 times per hour, 100,800 times per day, and 36,722,200 times per year. At each beat, a little over 2 ounces of blood is thrown out of it, and each day it receives and discharges about 7 tons of that wonderful fluid. Your lungs will contain a gallon of air, and you inhale 24,000 gallons per day. The aggregate surface of the air cells of your lungs, supposing them to spread out, exceeds 20,000 square inches. The weight of your brain is 3 pounds, when you are a man it will weigh about 8 ounces more. Your nerves exceed 10,000,000 in number. Your skin is composed of 3 layers, and varies from one-fourth to one-eighth of an inch in thickness. The area of your skin is about 1,700 square inches. Each square inch contains 2,500 sweating tubes or perspiration pores, each of which may be likened to a little drain-tile, one-fourth of an inch long, making an aggregate length of the entire surface of your body of 201,166 feet, or a tile ditch for draining the body almost forty miles long.

AMERICA is the lap into which are continually pouring all the treasures of the earth, both in products and peoples. Numerous nationalities, which for ages have cherished little animosities, strong antipathies, even rank hatred, against each other at home, land on our shores to mingle into one, and that one a sovereign. It is the province of our system of education to take hold of these heterogeneous and symmetrical whole.

COLMAN'S RURAL WORLD.

HON. John Monteith, State Sup't of Public Schools, paid Col. Colman and his able corps of assistants a fine compliment the other day, at the meeting of the State Board of Agriculture.

Mr. Monteith said, in those places where they had the best farms, the best machinery, the best stock, and were doing the best work—there the people were reading *Colman's Rural World*, and other agricultural papers

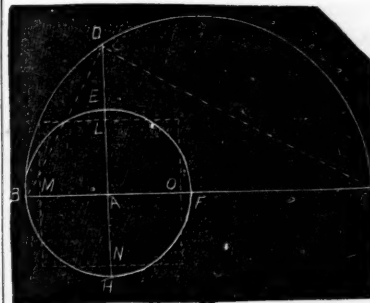
There is no doubt of the good work the *Rural World* is doing, and it was a compliment as fitting as deserved to elect Col. Colman President of the State Board of Agriculture.

DOMESTIC jars are the hardest, and domestic happiness is the purest. It is the mission of the "Domestic" Sewing Machine to up set one and set up the other. They have just removed to their new quarters, No. 511 North Fourth, where they invite their old friends to call, and will be glad to see new ones.

THE Grover & Baker Sewing Machine Co., with whom we hope all our readers are well acquainted, have just removed to their spacious and elegant offices, lately occupied by the Life Association of America, and their agent, Mr. E. R. Euston, will be glad to see his friends and customers there at any time.

THE Ticket Office of the Toledo, Wabash and Western Railway has been removed to 408 Walnut street, under the Southern Hotel. The fare by this line to Indianapolis, is \$5, to Cincinnati, \$6, to Cleveland \$10. Return tickets from East St. Louis to Indianapolis and Cincinnati, \$1 extra.

SQUARING THE CIRCLE.—PROBLEM.—*Given any Circle, to find the side of an equivalent square.*



Let AB be the radius of the given circle. Since the ratio of the radius of a circle to its semicircumference is 3.141592 , produce AB toward C , and make AC equal to 3.141592 times AB . Bisect the line BC at F , and with F as a center construct the semicircumference CDB . From the point A draw the line AD perpendicular to CB . AD will be the side of a square equivalent to the area of the given circle.

Draw the dotted lines CD and DB. Now, since any angle inscribed in a semicircle is a right angle and since AD is perpendicular to CB, the triangles CDB and CAD are similar, being right-angled triangles having the common angle C. Therefore the sides about the equal angles are proportional, and we have

$AC : AD :: AD : AB,$
 And $AC \times AB = AD^2$
 But the area of a circle is measured by its radius into its semicircumference. And since AC equals the semicircumference of the given circle, and AB its radius, the area of the circle is equivalent to the square constructed on AD . Hence AD is the side of an equivalent square.

T. R. V.

Book Notices.

CONCORD DAYS, by A. Bronson Alcott. Boston: Roberts Brothers, 1872. For sale by St. Louis Book & News Co.

In the art form of a diary the venerable author records for us his choice hours and serene moments, and, taking us into his confidence, detains us in his delightful society with an account of his aims and aspirations and the fruit of his conversation with the genius of ancient and modern times.

Man is, as Aristotle said, a symbol-producing animal. Our whole life from birth is an attempt to adequately portray ourselves; we desire each of us to utter (outer) what lies deepest in us. Thus shall we be conscious and know ourselves when we have portrayed ourselves in the world of reality. This is why we venerate the poets and seers. They utter in worthy form the deepest and purest that lies in us, and reveal to our gaze eternal verities of Being that otherwise might lie hidden forever to our groping eyes dazzled by the glare of the senses and worldly distraction. Thus we value Shakespeare, Homer, Dante, Goethe, Plutarch, and others. They have lived deep lives, all of them. Then they have turned their eyes within and sketched for us the portraiture of this living, with its collisions and denouements. We individually have in us the possibility of this depth of life, and of the poetic gift of uttering it. The poet comes to our aid, and we may realize this possibility. It shall not be necessary for each and all of us to shipwreck our lives on the quicksands, or to descend to Hades for the behests of knowledge, but the poet shall enable each of us to "eat of the apple" without being driven from Paradise. It is sufficient that the few have suffered; through sympathy with them—their lives being ideally presented to us by the poet—we can all be chastened alike by their afflictions, and thereby purified. Vicarious suffering is indeed a reality to man as a spiritual being. Each of us may give the net results of his life to all, and all shall reap the harvest of each life; at least this is the opportunity afforded by the poet for our profit. The divine mystery of vicarious atonement may herein have some glimpse of intelligibility even to the finite intellect.

Thus our author, who may be called the poet of private life, sets out "in this chase of himself" involved in keeping a diary. "Emulous of portraying my thoughts, occupations, surroundings, friendships; and could I succeed in sketching to the life a single day's doings, should esteem myself as having accomplished the chiefest feat in literature. Yet the nobler the life and the busier, the less, perhaps, gets written, and that which is, the less rewards perusal.

"Life's the true poem, could it be writ,
Yet who can live at once and utter it?"

"All is in the flowing moments.

But who shall arrest these and fix the features of the passing person behind the pageantry, and write the diary of one's existence?"

In this diary he discourses first on his house, next on his "outlook," and describes his neighborhood. This leads him to draw pictures of the great contemporaries—Thoreau, Hawthorne, Emerson. His pen-portraits remind us of those of Plutarch, whose indeed they surpass. The beautiful pictures with which Plato illuminates the text of his dialogues are perhaps transfigured in Mr. Alcott's mind as the model of his own. The clear waters of the Ilyssus, the halls of the Gymnasia, the concourse of divine men like Socrates, Zeno, Parmenides, Agathon and Phædrus, as painted by Plato, find their parallel in the pages of the Concord Days. The sharp and angular outlines of reality are softened by the atmospheric effects of our author's genial temper, and the too prominent intrusion of mere phases, particular facts, is subdued, so that the Generic reveals itself through all. Thus the local expands in his treatment into the general and poetic. The soft tints of Claude's landscapes, or the vanishing outlines of a Turner, entrance the beholder through the fact that they lend to him a magic lens through which he may behold the particular transformed into the universal.

People read books of correspondence and diaries, as well as biography—and for the most part history,—not for useful information, but for the sake of the company into which they are thus introduced. The charm of manners, the culture to be acquired by personal intercourse this is something so direct and immediate that all appreciate it and value it. Our nearest road to self-knowledge lies through contact with representative men. From this point of view, Mr. Alcott's book is a paragon of success. It admits us, with the most inviting cordiality and proffer of confidence, into the society of Swedenborg, Plato, Plotinus, Berkeley, Socrates, Boehme, Coleridge, Pythagoras and other lofty idealists, and without abatement of the form of statement or condescension for the sake of our limited understanding, or reserve in regard to mysteries not intended for profane ears, the lofty discourse goes on; touching now of the lapse of the soul, sleep and dreams, temperament; now of genealogies, of recreation, of enthusiasm, and anon approaching the every day themes of politics and social reform, to vanish again in the clouds with "The Ideal Church" and the "Invisible Person."

We commend this book to all who devote any of their spare moments to contemplative themes or to the improvement of their inward graces by reading cultivated authors; and we hope this includes all and each of our readers. Especially valuable is this to the teacher, whose heavy task

of drawing up the ideals of his pupils entails on him the necessity of frequent visits, to the storehouse of genius and aspiration. The fountains of youth are essential to the teacher who would not prematurely grow old and decrepid. Those are the fountains of

"Divine ideas
Which always find us young
And always leave us so."

THE PENNSYLVANIA PILGRIM, AND OTHER POEMS, by John G. Whittier. Boston: J. R. Osgood & Co. For Sale by St. Louis Book and News Co., St. Louis.

The initial poem is a sweet song of the Quaker pilgrim of Pennsylvania, of milder speech than those brave men who brought

"To the ice and iron of our winter time
A will as firm, a creed as stern, and wrought
With one mailed hand, and with the other
fought."

The faith, courage and self-sacrifice of the pilgrims of Plymouth have been justly praised and magnified. But the influence of the Quakers, leaving its impress in every step of human progress, in the amelioration of penal severities, the abolition of slavery, the relief of poor and suffering humanity, has been no less great, although in the contrast with the self-asserting puritans, the personality of the feebler "folk" has almost passed from sight. From undeserved obscurity, the Quaker poet brings Francis Daniel Pastorius, a Quaker leader, whose name is almost forgotten, but in the harvest of whose sowing a careless posterity rejoices.

"The joy-bells ring, and silver trumpets blow;
But not for thee, Pastorious. Even so
The world forgets, but the wise Angel know."

He was of those who love—

"To touch of themes of thought, nor weakly stop
For doubt of truth, but let the buckets drop
Deep down and bring the hidden waters up.

"For there was freedom in that wakening time
Of tender souls; to differ was not crime;
The varying bells made up the perfect chime.

"On lips unlike was laid the altar's coal,
The white, clear light, tradition-colored, stole
Through the stained oriel of each human soul.

"Gathered from many sects, the Quaker brought
His old beliefs, adjusting to the thought
That moved his soul the creed his fathers taught.

"One faith alone, so broad that all mankind
Within themselves its secret witness find,
The soul's communion with the Eternal Mind.

"The Spirit's law, the Inward Rule and Guide,
Scholar and peasant, lord and serf, allied,
The polished Penn and Cromwell's Ironside.

"For soul touched soul; the spiritual treasure trove
Made all men equal, none could rise above
Nor sink below that level of God's love."

The poem is short, but full of the sweetness of Whittier's earnest spirit. The miscellaneous pieces include those which have here and there appeared since Whittier's last volume was given to the public. The book makes a 16mo of 129 pages, is handsomely printed, and is embellished with a number of admirable cuts.

THE ECLOGUES, GEORGICS, AND MORE-TUM OF VIRGIL; with Explanatory Notes and a Lexicon. By George Stuart, A. M. Philadelphia. Eldredge & Bro. 1872. For sale by Hendricks & Chittenden.

This is another volume of Chase & Stuart's classical series. The delightful hours of youth spent over Virgil's Pastorals, come to mind as we glance over the pages of this volume. We then enjoyed the company of Tityrus, Melibæus, and Amoryllis, of Corydon and Menalcus, and Damoetas, with their alternate

song, redolent of Hyblæan honey. Again rings in our ears the majestic strain of the Cumæan prophecies, reminding us faintly of Isaiah and the new epoch then on its advent in the world history.

HOW TO EDUCATE YOURSELF, WITH OR WITHOUT MASTERS. By George Cary Eggleston. New York. G. P. Putnam & Son. Putnam's Handy Book Series, For sale by St. Louis Book & News Co.

If this book, or any other, would tell us how, then the greatest problem of life would be solved. Any body who can tell part of the secret is a public benefactor, and herein lies Mr. Eggleston's merit. Of course in a manual of 150 pages he would hardly expect to settle all the questions arising in universal education. On the contrary his purpose is a very definite and limited one. He is urged to undertake his task by some such considerations as these: he has observed (what reflecting man has not?) the great thirsting for knowledge, learning, culture, existing everywhere about us, and knowing that this desire is often greatest among those who cannot afford the time or expense of a regular School and College training, he wishes to help all such people to help themselves. For this undertaking he is particularly qualified. Formerly a teacher himself, he is familiar with the latest advances of the art of teaching, and is well capable of judging what is good, bad, and indifferent in the ordinary schools. Then as Editor of that most excellent household paper, *Hearth and Home*, he has daily to deal with a hundred practical points in general culture. Naturally he knows the nature and extent of the popular appetite for knowledge better than a member of any other profession could.

It is a good work that he has undertaken, and in it he has been successful, remarkably so it seems to us. We do not mean that he has answered every practical question, that could be or has been asked, still less that he has developed, or tried to develop, the whole philosophy of the subject. These are sheer impossibilities. We can only do justice to any author when we have a fair understanding of his intent. Mr. Eggleston's purpose, as we understand it, is to give plain and practical answers to many questions which every one, seeking an education for himself, will have to ask. From the nature of the case, we must speak of results rather than theories, his statements must be concrete, not abstract. That he has done this work well, and at the same time persistently and pointedly impressed upon his reader that nobody can really guide the latter, but that, at best he can only be aided to find his own way, deserves no slight praise. Indeed there are few teachers of any sort who resist so successfully the constant temptation to take their scholars' training wholly upon their own shoulders, instead of teaching them everywhere and always that they must

walk on their own feet, and think with their own heads.

But our author does more than merely give a helping hand to those deprived of school advantages. Indeed, as the method of education, fundamentally, is one and not various, he could not well help one class of students without assisting all, and there is much good reading for teachers, as well as students, in his third volume. We are afraid that his chapter on common school studies will meet with less general approval than the rest of the book, but to us it seems the very best of all. It would be well if every school teacher in the country, could read and digest what Mr. Eggleston says in very few words of the study of arithmetic, geography and grammar. It is to be hoped, indeed, that teachers are not wanting who have reached, in substance, his conclusions; but even these will find themselves strengthened in well doing by these words of manly common sense.

We would not give this or any other book unqualified and unthinking praise, and we confess we do not think our author always at his best. For instance, in his chapter on the study of language, he seems to give his indorsement to some pretty obvious errors in Mr. Marcel's system—a system, however, which we think with him to be, on the whole, the best yet advanced, and which he does well to explain at length. Again, the chapter on moral and intellectual science, will hardly meet the wants of all who ought to be benefitted by it, and especially the list of books recommended to students of Intellectual Philosophy, seems at once unfortunately redundant and sadly defective. But many slips can be pardoned to a writer, who in this connection, under the head of Political Economy, has the courage to advocate views with regard to our politics at once so correct and so unpopular as Mr. Eggleston's.

We wish we had time to speak of the capital chapter, "How to Read and Study," and the generally discreet one on "General Reading," but we must hurry to give the book the last and best word of praise we have for it, which is this: while the author speaks honestly everywhere, and usually well, he has the still greater—if less appreciated—merit of knowing what *not* to say. The entire absence from the book of dogmatism and partisanship of every kind, will win the favor of many who do not even know the cause of their liking.

Everybody concerned in education will find it profitable to read this book, which is little and cheap. No one need expect to find in it every thing he wants to know—that, it is to be hoped he will never find in any book—this one only proposes to treat of a few simple matters, but there are very few who cannot get many valuable suggestions from it, if they will read it in the spirit of fairness in which it is written.

JOSEPH MAZZINI; his Life, Writings and Political Principles. With an Introduction by William Lloyd Garrison. New York. Hurd & Houghton. For sale by Soule, Thomas & Wentworth.

We have been sometimes led to doubt the enthusiasm of Frenchmen and Italians for a Republican form of Government; not the reality of its existence but the genuineness of the sentiment. It has seemed that a sort of outlawry, a "*Laissez Faire*"—let-me-alone feeling was mistaken for freedom.

Freedom, such as the Anglo-Saxon believes in, is articulated throughout with a profound respect for established observances, laws, institutions, and customs, "whereof the memory of man runneth not to the contrary." Such a net-work of prescription is our common law. It is essential to freedom in a solid, secure form. That freedom which wants only to do as it pleases, and to be let alone to work in its arbitrariness and caprice, lies so far behind the Anglo-Saxon conception of freedom that we can only measure its defect by centuries of growth. The terrible days of feudalism, all were needed to teach men the lesson of respect for laws and ordinances. The Norman conquest in England, with its terrible display of tyranny, really set England forward, by at least two centuries, on the road to freedom and democracy. Read Shakspeare's King John and reflect upon the relation of private rights the royal prerogative and the behests of the church at Rome, and see what strides have been made since.

"And the tyrant's cruel glee
Forces on the freer hour."

But whatever may be our reflections as to the practicability of democracy in Italy, we cannot help admiring the pure patriotism of Mazzini. Friends and foes testify to his nobility and constancy of character. Perhaps the recent progress of the Northern Imperial rule in Italy is the most direct road to the realization of his dream of Italian democracy.

The volume before us, which we owe to the enterprise of Messrs. Hurd & Houghton, is compiled from the political, critical and literary writings of Mazzini, collected into six volumes in England. It deserves a large sale.

CHARACTER. By Samuel Smiles; author of Self-Help, &c., &c. New York. Harper & Brothers. 1872. For sale by Hendricks & Chittenden.

The volume before us, like the preceding ones from its author's pen, is full of the most tonic and self-assuring views. The bravery to help oneself and to bear up against discouragement in whatever form, is inculcated with the utmost earnestness. The examples and the sayings of the wisest and best of earth, are arrayed before the reader and in such manner as to kindle his courage, be he the veriest craven. The author's views may be stated in a nut-shell, in the following quotation: "While, therefore, grace of manners, politeness of behavior, elegance of demeanor, and all the arts that contribute to make life pleasant and beautiful, are wor-

thy of cultivation, it must not be at the expense of the more solid and enduring qualities of honesty, sincerity and truthfulness." The practical hints as to the conduct of life, found scattered through this volume are invaluable. It deserves the popularity that has attended the previous works of the same author.

OUTLINES OF HISTORY. By Edward A. Freeman, D. C. L. New York. Holt & Williams. For sale by Hendricks & Chittenden.

This book is the first of a series that attempts to revolutionize the old style of teaching history in schools, by "tracing out the general relations of different periods and different countries to one another without going minutely into the affairs of any particular country."

The first volume takes us through a general sketch of the history of the civilized world, that is of Europe and of the lands which have drawn their civilization from Europe. It will be followed by a volume treating the history of England, and another, that of Scotland; histories of Rome, and of Switzerland, and of the other countries will follow in rapid succession. The volume before us treats, I. Of the Origin of Nations. II. Of Greece and the Greek Colonies. III. The Roman Commonwealth. IV. The Heathen Empire. V. The Early Christian Empire. VI. The Roman Empire in the East. VII. The Frankish Empire. VIII. The Saxon Emperors. IX. The Fraconian Emperors. X. General View of the Middle Ages. XI. The Swabian Emperors. XII. The Decline of the Empire. XIII. The Greatness of Spain. XIV. The Greatness of France. XV. The Rise of Russia. XVI. The French Revolution. XVII. The Reunion of Germany and Italy. All these tempting subjects disposed of in 366 small pages! and yet the author has told us far more about each than we usually find in more pretentious works. He gives us glimpses of the social and civil life of the people, and his narrative is in no respect a mere chronicle of names of dynasties and dates of accession, and of wars and sieges. The development of civilization is not told by such a chronicle but by the record of progress in arts, letters, commerce and jurisprudence.

KEEL AND SADDLE: A Retrospect of Forty Years of Military and Naval Service. By Joseph W. Revere. Boston. Jas. R. Osgood & Co. For sale by St. Louis Book and News Company.

The author entered the United States service as a midshipman, on the frigate "Guerriere," in 1828, and left it finally in 1863 after commanding a brigade in the battle of Chancellorsville. While in the navy he visited all the principal ports of Europe and Asia, and was the recipient of the courtesies with which our flag has always been greeted by the powers of Europe. He circumnavigated the globe; assisted in the conquest of California, was subsequently, for a time, in the Mexican Army, and at the breaking out of the civil war entered the army as Colonel of a New

Jersey Regiment. His narrative is, as may be imagined, replete with adventure. Exalted personages jostle one another throughout its pages, and the author's genial style adds to its attractions. It is a better book for boys than a library of fictitious adventure.

THE LAWRENCE SPEAKER. A Selection of Literary Gems in Poetry and Prose. By Philip Lawrence. Phila: T. B. Peterson & Bros. J. H. Cook & Co., St. Louis.

This work contains within its covers six hundred and twenty-four pages of selections from all grades of authors, rising as high as Shakspeare, and decending to the level of the mixture of burlesque and slang that forms the interesting feature to humorous articles of the newspaper. A careful examination has, however, convinced us that the latter component enters very sparingly into the selections of the book. Perhaps, with a little abatement, the publishers announcement will bear endorsement: "This work contains not only the finest productions of authors known to fame, in both prose and poetry, but also a number of anonymous pieces of the highest merit, as well as practical hints and rules to be followed by all in the study of elocution, as regards articulation, modulation, emphasis and delivery."

One remark we will hazard, that may be taken to apply rather to the class than to this particular book. There is a tendency to fill pages with the most exciting sentimental pieces, such as "Will the New Year Come To-night?" or the pathetic story of the match boy. This cultivates a desire to get control over an audience by harrowing their sympathy, and is coarse and ill-bred. We are glad to remark the decline of this species of literature and stage readings.

GEMS OF STRAUSS; a collection of Dance Music for the Piano. By Johan Strauss. Published by Oliver Ditson & Co., Boston. For sale by T. A. Boyle.

This is an elegantly bound collection of waltzes, polkas, quadrilles, &c., by this most eminent composer of dance music. It contains 225 pages of full sheet music size, admirably arranged for the piano, and a fine portrait of the composer adorns the title page. This collection can not fail to meet a warm reception. The superb rendition of many of these waltzes at the Jubilee, and throughout the country by Theodore Thomas' Orchestra, has incited a desire to hear and know more of them. The index is alphabetically arranged, and we find it difficult to select from the fifty-three waltzes a few prominent ones without continuing nearly through the list.

Belle Helene, Lovely Vienna, Manhattan, Morgenblätter, One Thousand and One Nights, On the Beautiful Blue Danube, Marriage Bells, Village Swallows—and we need not add another to give any one who plays the piano the full worth of their money, as the publishers have made it a popular edition. Price \$2.50 in paper, \$3 in cloth.

A LIBRARY OF POETRY AND SONG, being choice selections from the best poets, with an introduction by Wm. Cullen Bryant. New York and Chicago: J. B. Ford & Co. royal 8vo; 789 pp. Sold only by agents.

Over one thousand choice pieces of poetry are collected in this volume. They are classified under the following heads: Poems of infancy, youth, friendship, admiration, love, marriage, home, filial love, meeting, absence, disappointment, bereavement, sorrow and adversity, religion, nature, peace and war, temperance and labor, freedom, the sea, adventure, descriptive, sentimental, fancy, tragedy, personal and humorous. There is an index of authors, alphabetically arranged, by the aid of which it is easy to find what poems are selected from any one of the four hundred and fifty authors drawn upon, and what page of the book one shall turn for them. Another index of first lines, giving name of author and page, leaves nothing to be desired in the way of usefulness. The topical arrangement of poems makes the book an excellent companion for any mood of mind. If one desires consolation in bereavement he can turn to poems under that head, and read from poem to poem, have all the chords of sympathy touched, and all the shades of sadness and longing expressed for him. Or if in a religious frame of mind, he may turn to the matchless outpourings of George Herbert, or the deep devotion of Robert Herrick, or Watts, or Wesley. In the "Poems of Fancy," he may revel in hope and metaphor, passing from Shelly to Keats, and thence to Spenser, the high priest of allegory. The humorous poems are various and well selected. This volume should lie on the table of every family and be read daily.

THE BRYANT and STRATTON Business Arithmetic is a new work containing practical problems and valuable tables of reference. Its design is to give the student and the accountant a complete understanding of the science of numbers, and of the art of commercial computations. Its rules and formulas are clear and concise. The Scientific, the Practical and the Tabular portions are logical and full. The part devoted to money and trade has received especial attention. Interest, Banking, Partnership, Investments and Insurance contains practical business problems, together with a large amount of valuable information. The book was carefully reviewed by experienced teachers, and it can well be recommended for the use of our more advanced class of pupils.

NAST is illustrating "Pickwick," for Harper's Household Dickens. Mr. C. S. Remhart will illustrate "Nicholas Nickleby," and Mr. W. L. Sheppard will do the same service for "Dombey & Son." We look forward with much interest and curiosity to the result of Mr. Nast's labors in this new field. This edition of Dickens is, by the way, becoming very popular.

"SYMPHER'S ART OF TEACHING," is a new work just from the press of the Western Publishing and School Furnishing Company, of St. Louis. It is a neat 12mo. volume, of 327 pp., substantially bound in cloth. In a thorough systematic and masterly manner the author puts the best principles and methods of instruction and government. From a careful examination we cannot hesitate in pronouncing it the best work for a teacher on the subject now extant. We will send it, postpaid, for four subscribers to the *American Journal of Education*.

THE NEW YEAR.—The American Tract Society has issued through its publishers, Hurd & Houghton, New York, The Riverside Press, Cambridge, its annual almanac. The present number is a fine, large one, fully illustrated, with astronomical calculations for New York, Boston, Chicago and New Orleans; tables giving all information about postal matters, *legal weight of the bushel* in every State, and a variety of useful notes of different kinds. It is a handsome affair, and only costs twenty cents.

THE Harpers have issued "David Copperfield" in their "Household Edition" of Charles Dickens. The illustrations are by J. Bernard, and are very full of character. A fine portrait on steel of Dickens is included in the volume, which, altogether, is one of the most satisfactory yet issued in this admirable series.

Magazine Notices.

HARPER'S *Weekly*, which has reached a circulation of 170,000, will commence in a few days Charles Reade's new story, "The Wandering Heir," profusely illustrated. With the number of November 23, is sent out a gratuitous supplement of eight pages, containing further instalments of "Little Kate Kirby" and "Midlemarch." Miss Braddon's "Strangers and Pilgrims," as also the previously announced Christmas story by Farjeon, "Bread, Cheese and Kisses," will likewise be published as serials in the *Weekly*.

Scribner's Monthly adds to its other attractions, a new story by Dr. Holland, of which ten chapters of absorbing interest have already appeared.

The *Washington Chronicle* says: "This magazine has grown into the greatest popularity and has come to be acknowledged as one of the most brilliant periodicals of the day. It combines the best literary taste with thoroughly good management and high culture in every department. Its illustrations are creditable to the best American artists, and simply unrivaled in magazine publications." Under the editorship of Dr. Holland, especially, it has become perhaps, upon the whole, the best monthly for the family now published in this country. Each volume contains a

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Old and New fills a place in our periodical literature which we could ill afford to have vacant. It is vigorous, progressive, radical, and especially in its editorial department the bravest of all magazines. We regret to hear of the destruction of the December number by fire. Price \$4 a year, and last year the publishers gave us thirteen to the dozen. Roberts & Bros., Boston.

The *Galaxy* makes a specialty of political reminiscences by Gideon Welles and other retired statesmen, which are of particular value. Its serials are first class, and it is in every respect an admirable family magazine. The array of contributors for 1873 is splendid. Published by Sheldon & Co., New York. \$4 a year.

Every Saturday is one of our choicest weeklies. Besides other well selected literaturum, it contains a serial by Edmund Yates, the English novelist, now in this country.

Club Rates of James R. Osgood & Co.'s Periodicals: *Atlantic Monthly* and *Our Young Folks*, \$5 a year; *Atlantic Monthly* and *Every Saturday*, \$8; *Atlantic Monthly*, *Our Young Folks* and *Every Saturday*, \$9; *Our Young Folks* and *Every Saturday*, \$6.

The *Atlantic* (Jas. R. Osgood & Co., Boston) holds its own bravely in December, the leading article being one of especial interest to all travelers, (and who does not travel?) on the obligations of corporations. This is a subject which comes home to us all, and we are glad to have it discussed so vigorously in a magazine of the high character of the *Atlantic*.

In *Our Young Folks*, "A Chance for Himself," the serial for 1872 is finished. Mr. Trowbridge promises us more of our friend Jack during 1873. Too much cannot be said for this popular magazine for young folks. It is pure and elevating in its tone, and succeeds most perfectly in instructing, while it never fails to entertain and amuse.

The *New York Observer* has passed through the ordeal, and starts out anew on the second fifty years with a larger list of readers and more numerous friends than ever. Such a steady course of prosperity is unexampled, and inspires confidence. We heartily rejoice in the great success of a paper which has always advocated those sound principles that underlie the foundations of society and good government. Orthodox in the truest sense, both in Church and State, its influence is always good. We see its publishers propose to give to every subscriber for 1873 an appropriately embellished *Jubilee Year Book*. Those who subscribe will have no cause to regret the step. \$3 a year. Sidney E. Morse & Co., 37 Park Row, New York.

THE Springfield *Republican*, with self-satisfaction that is entirely excusable, counts up the great number of books that have first been printed in the form of correspondence, essays or serials in its columns. "Seven volumes of Dr. Holland's now widely famous works were first published in the *Republican*, to-wit: History of Western Massachusetts (2 vols.), The Bay Path, Timothy Titcomb's Letters, Gold Foil, Lessons in Life, and Letters to the Joneses; Mr. Bowles' three books of western travel: Across the Continent, a Summer in Colorado, and Our New West; the lamented Rev. Mr. Fiske's ("Dunn Browne's") quaint and graphic Army Letters; Professor Perry's book on Political Economy; Victoire, Mrs. M. C. Ames' first novel; Greensboro, a smaller novel by Mrs. F. H. Cooke; the charming letters that formed the My Paris of Mr. Edward King; Rev. Mr. Gladden's Letters to Young People, afterwards published by Osgood & Co.; and now the freshest and certainly among the most worthy and fast proving one of the most popular of all the goodly company, An American Girl Abroad, by Miss Trafton. In all, 17 volumes—quite a little *Republican* library indeed—first tried the taste and temper of the public in the columns of this journal. No other American paper can point to such a list of literary jewels born of its brain. Our files hold yet other rich material of permanent interest, and at least three more volumes from their pages are talked about."

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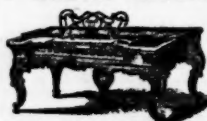
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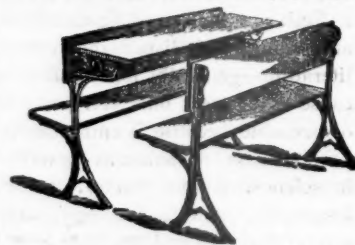
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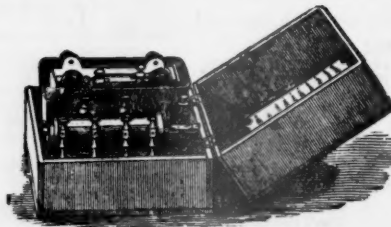
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